



Language Centre English Seminar

Online Learning at Higher Education

Presented by

Dr. Eunice Tang

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Date: 9 November 2015 (Monday)

Time: 3:30 – 5:00 p.m.

**Venue: OEM906, 9/F OEN Hall Main
Ho Sin Hang Campus,
Hong Kong Baptist University**

Abstract

Technology has shifted the educational dynamics from emphasizing on individual to collaborative and multicultural pedagogies (LeCourt, 1999). Learners assume diverse responsibilities and work collaboratively amid a community of inquiry (Leu et al., 2004). However, the effectiveness of online learning is still debatable in literature (Hurt, 2008). In this presentation, I will share my experiences of developing four online platforms for university students. Each platform has its own design rationale, objectives and features. The four online platforms are:

1. Teaching Portfolios @ Platforms for Language Teacher Education (PLaTE)

The blog-based Teaching Portfolios were developed in 2007 for pre-service language education programmes to promote a reflective, collaborative and dialogic environment for academic and professional development of the student teachers.

2. Netter @ Platforms for Language Teacher Education (PLaTE)

Netter started its first issue in 2007 to promote English writing among students from the pre-service English language education programme. Student teachers form their editorial team to call for contributions, review and publish English literary works.

3. VLearn

VLearn was designed and launched in 2013. It aims at empowering university students with the knowledge and skills to learn new words independently outside the classroom.

4. Independent Online Writing Community (IOWC) @ SCHOLAR

A writing enhancement project on a web space called SCHOLAR was introduced in 2014. The platform allows members to form a writing community for recursive peer comments and feedback using designated rubrics.

Evaluation studies have been carried out to collect users' feedback on the design framework and effectiveness. A summary of the comments from users will be discussed and insights on how to make the online learning process more meaningful and sustainable will also be presented.

Bio-data

Dr. Eunice TANG is Associate Professor from the Department of Curriculum and Instruction, The Chinese University of Hong Kong. Her research interests include Online Teaching and Learning, Vocabulary Input and Treatment, English Curriculum and English Teaching in China, Teaching Portfolios and Community of Practice, and Reflective Practices in Pre-service English Teacher Education.

ALL ARE WELCOME

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